
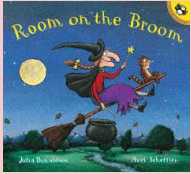

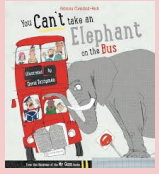
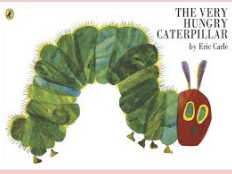
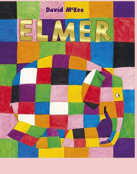


**Yearly Plan Overview - Foundation Pathway**

Dates 2024/25	12 Aug - 4 Oct (8 weeks) Staggered start and shortened day	14 Oct - 13 Dec (9 weeks)	6 Jan - 21 Feb (3+3 weeks)	24 Feb - 4 Apr (6 weeks)	21 Apr - 23 May (5 weeks)	26 May - 27 Jun (5 weeks)
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Foundation Pathway						
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<i>The World Around Me (Sensory Stories)</i>	<b>Marvellous Me</b> 	<b>Let's Celebrate</b> 	<b>Come Outside</b> 	<b>Ticket to Ride</b> 	<b>We are Healthy</b> 	<b>Amazing Animals</b> 
<b>Play, Recreation and Leisure (TWAM)</b>	<b>Play:</b> Symbolic play (shared and parallel)  All about me roleplay Playing with baby dolls/ skeleton puzzles to support learning of my body parts Body movements and physical play opportunities to support learning about my body in space	<b>Play:</b> Sensorimotor play (shared and parallel) Related to festivals, making potions	<b>Play:</b> Sensorimotor and Relational play related to outdoors/seasons	<b>Play:</b> Symbolic play (shared and parallel) Related to transport construction play using a range of materials.	<b>Play:</b> Sensory and symbolic related to food	<b>Play:</b> Sensorimotor play And Relational
<b>Educational Visits</b>		Whole School Picnic, Trick or Treating in School	Wetlands Park, Kidsfest, CNY Flower Market	Star Ferry and Big Wheel, Art Exhibition & Playground Visit	Children's Discovery Museum	Pamela Peck Discover Space
<b>Literacy/ Communication and Language</b>	<b>Speaking &amp; Listening:</b> Communicating my needs  <b>Reading:</b> Listening to a story (fiction), Recognising symbols in my environment  <b>Writing:</b> Mark making and fine motor/ grip development, Mat Man (HWT),	<b>Speaking &amp; Listening:</b> Sharing my photos  <b>Reading:</b> Developing comprehension, Phonological Awareness  <b>Writing:</b> Mark making and visual-spatial awareness (HWT)	<b>Speaking &amp; Listening:</b> Expanding my vocabulary  <b>Reading:</b> Shared Reading, Letter recognition (uppercase), Phonological Awareness  <b>Writing:</b> Mark making and letter formation with manipulatives (HWT)	<b>Speaking &amp; Listening:</b> Following instructions and directions  <b>Reading:</b> Reading Comprehension, Letter recognition, Phonological Awareness  <b>Writing:</b> Tracing letters (HWT)	<b>Speaking &amp; Listening:</b> Speaking in the morning circle  <b>Reading:</b> Reading Comprehension, Phonics  <b>Writing:</b> Letter formation (HWT), Colourful Semantics (who)	<b>Speaking &amp; Listening:</b> Commenting and describing  <b>Reading:</b> Reading Comprehension, Phonics  <b>Writing:</b> Tracing my name, Colourful Semantics (who and what)
<b>Numeracy</b>	<b>Number</b> Number Sense (counting)  <b>Functional Numeracy</b> Time - First, next, then Visual schedule	<b>Number</b> Number Sense (quantities)  <b>Functional Numeracy</b> Measures - capacity	<b>Functional Numeracy</b> Measures - size  <b>Data Handling</b> Sorting and Classifying related to seasons and nature	<b>Functional Numeracy</b> Money & Shopping  <b>Functional Numeracy</b> Position and direction	<b>Number</b> Number Sense (counting and sequencing)  <b>Functional Numeracy</b> Concepts of time - Days of the week/Months of the year Ordinal numbers (1st, 2nd, 3rd)	<b>Number</b> Number Sense (combining groups leading to adding)  <b>Functional Numeracy</b> Shapes and patterns
<b>Personal, Social and Emotional Development (RSE/Citizenship)</b>	<b>Human Body and Development</b> My Body Parts/ My Body in Space  <b>Build confidence in students with "I can do it" statements.</b>	<b>Social Awareness &amp; Responsibilities: Respecting Others</b> Expected behaviours in different contexts (celebrations)	<b>Identity: Emotions How do I feel?</b> Naming and identifying emotions  Learning to co-regulate			<b>Interactions: Being a meaningful member of my communities</b> Turn-taking & Listening
<b>Independence</b>	<b>Self-Care and Hygiene:</b> My Routines (toileting, eating, transitions, schedule, dressing) Running all year			<b>Travel Training In and Around School:</b> Navigating the Classroom and School	<b>Healthy Living:</b> Healthy Eating	<b>Problem Solving:</b> Asking for help
<b>Well being (Ongoing strategies)</b>	<b>Berry Street Model</b> Establishing predictable routines and people, Circle time			<b>Regulation Strategies</b> TACPAC, Sensory Circuits, ZOR		
<b>Creative Arts</b>	<b>Collage</b> Portraits of self and family	<b>Dance and Drama</b> Performing in a show	<b>Printing</b> Making a clean print (e.g. flower/leaf prints/snowflakes)	<b>Sculpture</b> Junk modelling	<b>Textiles</b> Paper weaving, lacing and threading	<b>Music</b> Following a rhythm, sequencing sounds, animal sounds
<b>Digital Literacy</b>	<b>Accessing Technology -</b> Using tech to learn (Seesaw, IWB - direct touch) Sharing my learning		<b>Accessing Technology -</b> Using apps to learn (Reading Eggs, Mathseeds) Sharing my learning		<b>Accessing Technology -</b> Login and typing	
<b>PE (Specialist)</b>	<b>PMP</b> Stations	<b>Fundamental Movement Skills</b> Development of movement skills <b>Athletics</b> Sports Day Practice <b>Games</b> Introduction to short tennis	<b>Fitness</b> Trail walking and climbing	<b>Swimming</b>  <b>Games</b> Ball skills and manipulatives	<b>Swimming</b>  <b>Games</b> Ball skills and manipulatives	<b>Swimming</b>  <b>Gymnastics</b> Beginning apparatus work